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To provide English departments with current information about graduate enrollments and requirements and to ascertain the influence of Don Cameron Allen's study, "The Ph.D. in English and American Literature," the Association of Departments of English mailed questionnaires to 400 chairmen of departments of English. The information obtained from 223 institutions is presented in this report. In addition to statistical data on degrees, enrollments, and faculty size, the study includes discussions of dissertations, length of doctoral study, intermediate degrees, foreign language requirements, and class size. Other topics are--(1) library facilities, (2) post-doctoral study, (3) supervised teaching experience, (4) graduate examinations and courses, and (5) special programs for 2-year colleges. Appendixes include descriptions of 4-year doctoral programs and examinations as well as a list of institutions offering graduate degrees in English. (BN)

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GRADUATE PROGRAMS IN ENGLISH AND AMERICAN LITERATURE: A 1969 REPORT

Bonnie E. Nelson

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GRADUATE PROGRAMS IN ENGLISH AND AMERICAN LITERATURE: A 1969 REPORT

by Bonnie Nelson

I. Introduction

In The Ph.D. in English and American Literature (New York, 1968), Don Cameron Allen asked, "Can the curriculum for the doctorate in English and American Literature be shorn of its unrealistic accretions and converted into a serviceable and uniformly administered procedure sensibly adjusted in all its requirements to the public obligations of the profession of this century?" Throughout 1968-1969 graduate departments of English in the United States and Canada have been attempting to answer Professor Allen's provocative question.[1]

To provide departments with current information about graduate enrollments and requirements and to ascertain the influence of Professor Allen's study and of the recommendations which emerged from it, ADE mailed questionnaires in October 1968 to the chairmen of 400 departments of English in the United States and Canada which were thought to offer graduate work in English and American Literature. Replies from 263 chairmen and a rich store of curriculum and committee reports make it possible to present statistics on graduate enrollments, a survey of current requirements, a selection of innovative programs, and a sampling of opinion from the 91 Ph.D. and 217 M.A. programs.[2]

Departments have greeted Professor Allen's study and the recommendations concerning the Ph.D. with mixed feelings. The majority of departments, especially those establishing new doctoral programs, "have utilized the recommendations of the Advisory Committee on the Ph.D. and the invaluable Don Cameron Allen Study." One chairman, however, found in the "initial questions, the study, the book, the follow-up" a disturbing "refusal to prize variety, amplitude, and richness." While one chairman admits, "We won't change requirements until we see what others are doing," another notes, "We are just beginning to revise and may follow some of Allen's recommendations, but the faculty is conservative." One chairman sums up the feeling in his department succinctly: "We are comparatively new comers to the giving of the Ph.D. and do not feel ourselves in a position to deviate markedly from the received pattern in graduate studies unless we should somehow get hold of a really original and promising idea which we could feel might rightly dominate our procedures."

Of the 223 institutions in the survey which offer graduate degrees in English and American Literature, 3 offer only the Ph.D., 88 offer both the Ph.D. and the M.A.,

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[1]82% of the Ph.D. granting institutions indicate that either a departmental committee or the graduate faculty has discussed graduate requirements in the light of Allen's report; 90% of the Ph.D. institutions and 30% of the M.A. institutions report that they are currently revising or will soon be revising their graduate requirements.

[2]Forty departments indicated that they had either never offered or had ceased to offer graduate degrees. The complete ERIC report contains a roster of institutions offering graduate degrees in English and American Literature and a copy of the questionnaire.

129 offer only the M.A., and 3 offer only the M.A.T.[3]

The following facts of particular interest will be discussed later in this report:

7 departments began Ph.D. programs in 1967 or 1968.[4]
10 departments began M.A. programs in 1967 or 1968.[5]
13 departments plan to offer the Ph.D. within the next two years; five have already received permission to begin doctoral programs.
3 departments have discontinued the Ph.D. program because of financial difficulties.
6 departments offer an intermediate degree such as the Candidate in Philosophy or the Master of Philosophy.[6]
5 departments have drawn up proposals for intermediate degrees.
18 departments now accept a monograph or a group of related essays as fulfilling the dissertation requirement.

II. Statistical Data on Graduate Degrees, Enrollments, and Size of Faculty

The following figures provide current information about graduate enrollments for fall 1968, degrees earned between September 1967 and December 1968, and size of graduate faculties in fall 1968. Some chairmen provided information on the total number of graduate enrollments without designating how many were M.A. and how many were Ph.D. candidates. Others found the distinction between full-time and part-time students "subject to local definition." Some chairmen did not answer all questions.

Degrees awarded since September 1967:

4,810 M.A.'s at 190 institutions (range 1 to 189)
784 Ph.D.'s at 78 institutions (range 1 to 44)

Graduate enrollments in fall 1968:

12,398 Total number of full-time students 201 responses (range 1-597)

6,830 M.A. Candidates: 203 responses (range 1 -259)
5,171 Ph.D. Candidates: 91 responses (range 1-346)

16,476 Total number of part-time students: 188 responses (range 1-807)

8,506 M.A. Candidates: 88 responses

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[3]Only one of the nineteen institutions supplying the largest number of Ph.D.'s is not represented in the survey (Columbia). Many of the 137 departments which did not respond to the questionnaire offer the M. Ed. or a similar degree rather than the M.A.

[4]Marquette, Miami of Ohio, Georgia State, Louisville, North Carolina at Greensboro, Wisconsin at Milwaukee, and Washington State (English [1965], Literary Studies[1968]).

[5]Edinboro State College, Hartford, Jacksonville State, Mansfield State, Northwest Missouri State, SUNY at New Paltz, Portland State, Sonoma State, Southwest Missouri State and Texas at Arlington.

[6]California at San Diego, UCLA, Kansas, Minnesota at Minneapolis, Michigan and Yale.

1,724 Ph.D. Candidates: 77 responses (range 1-223)

7,086 Total number of students beginning graduate work in fall, 1968:
195 responses (range 1-577)
4,526 M.A. Candidates: 190 responses (range 1-176)
1,674 Ph.D. Candidates: 84 responses (range 1-163)

1,395 Total number of students beginning graduate work in fall, 1968 with the M.A.: 96 responses (range 1-70)

19,174 undergraduate English majors have graduated since September, 1967 in departments offering graduate degrees: 198 responses (range 40-508).

Size of faculty in fall 1968:

(a) Full time

Professor: 1,776 at 211 institutions
701 at 122 institutions offering the M.A. only
1,075 at 89 institutions offering the Ph.D.

Associate Professor: 1,397 at 213 institutions
628 at 122 institutions offering the M.A. only
769 at 91 institutions offering the Ph.D.

Assistant Professor: 2,148 at 211 institutions
1,017 at 123 institutions offering the M.A. only
1,131 at 88 institutions offering the Ph.D.

Instructor: 1,715 at 213 institutions
1,044 at 126 institutions offering the M.A. only
671 at 87 institutions offering the Ph.D.

Other: 299 at 210 institutions
98 at 122 institutions offering the M.A. only
201 at 88 institutions offering the Ph.D.

(b) Part time

Assistants: 3,833 at 212 institutions
720 at 123 institutions offering the M.A. only
3,113 at 88 institutions offering the Ph.D.

Writers in residence: 84 at 199 institutions
22 at 125 institutions offering the M.A. only
30 at 89 institutions offering the Ph.D.

III. The Dissertation

The Allen Committee recommended that the dissertation be of such a scope that it could be completed in twelve months of full-time work. Responses from 70 departments indicate that graduating Ph.D.'s last year completed their dissertations in an average of 2.1 years. It is important to note, however, that fourteen departments could report that the average elapsed time for the dissertation in their departments had been only one year.

Eighteen departments have accepted the recommendation that the dissertation be

either a monograph or a group of related essays.[7] While seven other departments are currently considering accepting this recommendation, six have rejected it. The department at Washington University in St. Louis has "attempted to shorten the time devoted to the dissertation by structuring [the] program to assure earlier competence in a major area and by encouraging students to explore dissertation topics through tutorials and seminars early in their careers." The chairman states, however, that "many appropriate dissertations could not conceivably be done in a 12-month period and we cannot allow ourselves or our students to be restricted by arbitrarily setting a time limit." Another chairman says that the dissertation "should be produced rather quickly during a period when the candidate has no other duties and then should be rewritten--if publication is intended--slowly and thoughtfully while the candidate is teaching."

IV. Length of Doctoral Study

Allen reported an average elapsed time of from 9 to 11 years between the B.A. and the Ph.D. For candidates who recently received graduate English degrees at institutions participating in this study, the average time between the B.A. and the M.A. was 2.9 years (range 1 to 16; median 2) and between the B.A. and the Ph.D. was 7.3 years (range 4 to 19; median 6). Although this average might have been higher if Columbia had participated in the survey, the data indicates that candidates throughout the country are beginning to obtain graduate degrees more quickly. Many chairmen have pointed out, however, that "average-elapsed-time" statistics cannot reflect the years in which a candidate is not engaged in graduate study:

> All of this business about the lapse of time between degrees is a little confusing. I have read what has come to hand, but I have not really seen an intelligent and clear presentation of what is meant by a lapse of 10 or 11 years before a Ph.D. is completed. I really think some service would be done to the degree if someone would survey and find out just precisely what those 10 or 11 years mean. I know that in my case I took a B.A. in 1942, spent four years in the navy, taught one year, took an M.A. in one year, taught two years, was in the navy two years, took my Ph.D. in three years in school. Now my elapsed time between the B.A. and the Ph.D. was 13 years, but I spent four full years in school to earn the M.A. and the Ph.D. There is a very considerable difference in how one calculates this. I raise the point because I've got the impression a time or two that the 10 or 11 years' lapse is considered between the M.A. and the Ph.D., and this discourages some young people.

While chairmen in 42 departments do not consider the average elapsed time reasonable for their institution, those in 146 departments still indicate that they do, perhaps

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[7]Universities accepting monographs and essays include: Arizona, Brandeis, Cincinnati, Connecticut, Chicago, Georgia State College, North Carolina at Greensboro, New Mexico, Oregon, Pennsylvania State, Purdue, Stanford, Syracuse, and Utah. Claremont Graduate School, Georgia, Loyola of Chicago, and Boston (program to start in 1969) accept only monographs.

because more than 40 percent of the chairmen insist that present averages do not yet reflect recent changes in graduate programs:

> The question of the "average time" for the completion of the doctorate or any of its parts (item 32) is terribly complicated. Figures for recent years are not to be taken as indicative of what is going on now...because only within the last five years has there been any attempt to supervise graduate study carefully, to finance students except haphazardly and not always with justice.
> More important is that the number of students who have been effectively supported and who have completed or are about to complete their doctorate within four years is increasing, so that four years will become the norm for most students here who are accepted for the Ph.D.

The department at Southern Illinois University has, "within the limits imposed by financial necessity," attempted to speed up the students' progress by "requiring him to maintain the following time-table":

> Two years or eight quarters maximum for finishing the M A.
> Beyond this, incentive goals with the completion of 24 hours, a 4.25 average, and the completion of one language required for the appointment to a two-year graduate instructorship* (this period of time assumes completion of the second language, all course work, and the preliminary exams). Beyond this, a 3/4 time instructorship may be held for two years while the student completes the dissertation (Our recently acquired one-year dissertation fellowship should help by shortening up this first period of time).
> *Teaching load 1/4 to full time; minimum full time, $6,000.00

Chairmen at 47 of the 91 Ph.D. granting institutions are attempting to approach Allen's recommendation that the Ph.D. require no more than four years of full time study following the A.B.[8] Sixty-two chairmen analyzed what steps would be necessary to reduce the average elapsed time:

16 acquire more money for students
25 reduce requirements
8 encourage more full time study
7 acquire more money and reduce requirements
4 acquire more money and encourage full time study
2 reduce requirements and encourage full time study

Detailed responses provide thoughtful additional comments:

1) Catholic University--"We lack adequate resources to limit teaching to one course for graduate assistants. We have moved this far, however. We offer a four year doctoral fellowship in which there is some teacher training the first year but not enough to consume much time. The fellow attends staff meetings, grades sample

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[8]Of the graduate professors participating in Allen's study 70.2 % thought a four-year doctorate possible without lowering standards; 29.8% believe that it couldn't be done. Among the recent doctoral recipients participating in his study, 48.4% believed it could be done but 51.6% thought not (Allen, 216).

themes, teaches a week or two under supervision, but takes full time graduate work. The next two years he teaches two courses and takes two, the fourth year when he takes only one and works on his dissertation" (Kerby Neill, Head, Department of English).

2) Kentucky--"Course work beyond M.A. limited to absolute maximum of 16, with less (minimum of 8) encouraged. Preliminary examinations to eliminate the incapable, and consequent sharp reduction in extent of qualifying examinations should also help very considerably. University has established dissertation year fellowships, which should also be of great assistance."

3) Notre Dame--"We have no problem that money can't solve. Our doctoral program is a four-program in practice as well as in theory. We created a four-year financial aid award which enables students to study full time for three of the four years, and combine study and classroom teaching for only one year. But we cannot afford more than six of these awards for every incoming group of 30-35 students. If we could offer such an award to every incoming student, we could at least triple our annual graduation list. The students who are presently supported by a four-year award, and students on N.D.E.A., are moving through our program rapidly and on schedule." (Edward Vasta, DGSE)

4) Pennsylvania--"On Recommendations IV, XI, and XII, let me say that these points are only minimal aspects of the problem with Humanities students.... The difficulty is not with degree requirements or dissertation topics; it is with financial support. ...The trouble is that a graduate student has to work his way through school and then, at the dissertation stage, take a miserable instructorship and try to write his thesis in the summer."

V. Intermediate Degrees

Six departments have established intermediate degrees: Yale and Kansas offer the M. Phil.; the C. Phil is awarded by California at San Diego, UCLA, Michigan, and Minnesota.[9] Six other departments recognize the ABD formally by awarding a Certificate or a Certificate of Candidacy: Bowling Green, Indiana, Northwestern, Rochester, Virginia, and Wisconsin at Madison. Seve.. departments are planning to offer an intermediate degree in the next two or three years. It is interesting to note that one department, which prefers not to be identified, expects to offer an intermediate degree because financial considerations will make it necessary to discontinue the Ph.D.

Syracuse University explains the rationale for the M. Phil. which it has proposed to the Regents of the State of New York:

> We felt that too many people are being required to go through the motions of writing a dissertation with consequent frustration for student and director alike. Our hope is that, henceforth, the Syracuse M. Phil. will be a superior

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[9]George Peabody offers an intermediate degree called the "Specialist in Education" "for experienced members of the profession" which consists of 24 semester hours of advanced study in the student's area of specialization and an independent study project of 6 semester hours "intended to refresh, re-tool, and re-enforce their field services."

> college teacher and that the Syracuse Ph.D. will be one who has already made his contribution to knowledge and given indication of making scholarly investigation in writing a part of his professional way of life.

Twenty additional departments indicate that they have considered establishing an intermediate degree, but 37 have not. Four of the seven departments which have considered but rejected the notion of an intermediate degree explain their position:

"We are generally opposed since it appears that holders of such a degree would not usually be promoted."

"The faculty disagrees with this."

"No, it would be irresponsible on our part as deans and chairmen will not give tenure or promotion for such degrees.

Our graduate faculty has met three times in the past ten years and voted against an MAT or an ABD. From the debate, I know that my colleagues consider it irresponsible and reprehensible to offer either degree for the simple reason that we have no control over American colleges. In actual practice, deans and chairmen rarely promote or give tenure to MAT's or ABD's. We should not be a party to leading a student into a dead end trap. Last year I admitted three students (to enroll this year) with excellent grades at well-known undergraduate colleges. Two had an MAT from Yale, one from Northwestern. All three informed me that they had gone into junior college (community college) teaching with great enthusiasm, only to see Ph.D.'s promoted over them and to be denied tenure themselves."

"No, our plans point to a degree which does not focus on research as a primary approach. Our attitude seems to be that a 'consolation prize' for those who do not finish the Ph.D. program is less desirable than a planned program for those whose careers will lead them almost exclusively in to teaching on the undergraduate level or to junior colleges."

Trinity expresses reservations about establishing an intermediate degree before the large universities have decided how widespread such degrees will become:

> The members of this department are agreed that the controversy among major Ph.D. granting universities over the requirements and the proper name of such a degree makes it most inexpedient for a small university to embark on such a program at the present time. In plain terms, we think that if we chose the wrong name for the degree and the wrong set of standards, it is entirely possible that the large universities will settle the debate by choosing other criteria and another name and leave us with a program that no student would want. We believe that once the major universities have stabilized this degree, many small universities will be glad and able to offer a non-research doctoral.

VI. Special Programs for Junior and Community Colleges

Fifty-six departments (197 responses) indicate that they have a special degree program or courses designed for the preparation of junior and community college teachers.

Fourteen others are now planning to inaugurate such programs.[10] These responses, however, need to be accepted cautiously because some chairmen obviously consider the standard M.A. in English as preparation for junior college teaching. One university chairman answers, "Yes, we offer or participate in the offering of these courses or degrees" because "the Department of Education guarantees our M.A. candidates such jobs." Special training for junior college teachers, however, is offered by such departments as the following:

Miami at Coral Gables has established an M.A. in junior college teaching which includes 21 hours of English, and 12 hours of Education, of which 6 hours is an internship.

New Mexico has inaugurated, with the College of Education, an M.A.T. in English program designed to train junior college teachers.

South Florida has a junior college English program consisting of 36 quarter credit hours of graduate English courses and 12 hours of pedagogical courses, including a seminar.

Western Michigan offers a Specialist in English program (60 hours beyond the BA) including observation and supervised teaching with essay requirement (limited) and a six-hour written examination.

Wagner College has recently instituted a three-semester set of seminars in junior college teaching. Two semesters involve classroom work and trips to junior colleges. One semester is an internship. The department hopes to make this a part of a new two-track system for the M.A. in English which it is developing: (1) a research degree demanding thesis, (2) a teaching degree demanding no thesis but more courses and the above seminars.

Alabama awards an Education Specialist in English degree which is essentially a second M.A. Requirements include one foreign language, at least 30 semester hours in English, and 6 hours in Education (teaching in higher education).

Fort Hays Kansas College offers a Specialist's Degree in Education. The English Department is approved to cooperate; students in English may undertake a major research project in junior and community college teaching.

Stanford awards a regular English M.A. to those admitted to the department as "Candidates for the Junior College Teaching Credential."

At Minnesota prospective college teachers of communication may apply for a doctoral program with a major in education and a minor in English literature. The major, individually planned, combines pertinent courses from education, journalism, speech,

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[10]Departments which may be offering special degree programs in the near future: Georgia SC, Murray SU, Stephen F. Austin SC, Arkansas at Fayetteville, Arizona, Eastern Illinois, Moorhead SC, SUNY at Cortland, Roosevelt U, Saint Cloud SC, and U of Southern California.

psychology, linguistics, and other areas.

Only 17 institutions (189 responses) have an established cooperative program with a local junior or community college. Six of these programs are described below:

> The University of Akron has a two-year community and technical college with its own staff cooperating with its English Department.
>
> California State College at Los Angeles has enlisted five local junior colleges to cooperate in practice teaching assignments.
>
> Eastern Washington State College has a paid, one semester internship program with cooperating colleges.
>
> The Director of the Writing Laboratory at Iowa acts as a consultant for the community colleges at Clinton and Muscatine which have established new writing laboratories. In addition, the Department of English has cooperated with the Graduate College in a full-blown program to prepare two-year college instructors.
>
> At Mills College candidates for the Junior College Credential may do student teaching in local junior colleges. Such assignments are part of the total program in Teacher Education which uses the Oakland Public Schools and sometimes those in outlying communities for directed teaching.
>
> Jacksonville State U inaugurated an M.A. particularly for future Junior College Teachers. The curriculum was arrived at in consultation with all junior colleges in the area.

Some chairmen advise good graduate students to consider teaching positions in junior and community colleges, especially those "whose interest is mainly in younger students and introductory courses":

> Most of our M.A.'s want to go to work or to teach on a college level and do not wish to pursue doctorates.

Other departments, however, send into junior college teaching:

> The ones we terminate as unqualified for a doctoral program.
>
> Those who we don't think can get through the Ph.D. program but who have performed successfully as teaching assistants, or those who don't want to teach at the high school level but still want to teach. Students usually select their level of teaching themselves.
>
> M.A. or M.A.T. or Ph.D. who has difficulty in getting college position.

VII. Foreign Language Requirements

A. The M.A.

For the M.A. degree, 167 departments require one language, 31 require no language, one requires two languages, and one department requires three languages. Eleven departments are now considering dropping the foreign language requirement, but six are discussing moving from no language requirement to one language. Simmons College is unusual in that it requires a literature course in the foreign language for the M.A.: "We expect <u>at least</u> the equivalent of a year's survey of French literature or some other literature taught in the language."

B. The Ph.D.

For the Ph.D., 10 departments require a reading knowledge of one language in depth, 50 require a reading knowledge of two languages, 22 require one language in depth or a reading knowledge of two, and three require a reading knowledge of three languages. Current requirements in several departments are of interest:

Arkansas offers three options:

(1) Reading knowledge of two languages (U of Arkansas or Princeton tests)
(2) Knowledge of one foreign language at the fourth year college-level
(3) May take Ph.D. level reading course in French and German. A "B" in the course will meet the requirement for the language.

The following requirements will become effective at Miami of Ohio in 1969:

The doctoral student is required to show competence in (a) a foreign language and (b) a second foreign language or a cognate field.

(a) The doctoral student is required to show competence in at least one foreign language: French, German, Italian, Russian or Spanish. His choice of the first foreign language is subject to his Advisory Committee's approval of it as appropriate to his course of study. He will take an examination in the approved language before the end of the first term of his registration on the doctoral level. If he is not prepared to take the examination, or if he takes the examination and does not pass it, he will enroll for credit in a course in the language and continue in it until he has passed the required examination.

(b) The doctoral student has an option of showing competence in a second foreign language or competence in a cognate field before his comprehensive examination. Credits earned to meet a cognate field requirement cannot be used to meet credit hour requirements for the degree. The student may with the approval of his Advisory Committee choose one of the following options:

1. Show a reading knowledge of a second modern foreign language or a classical language.
2. Offer not less than 14 course hours, or the equivalent, of acceptable graduate work in the literature of the language in which he meets the first language requirement.
3. Offer not less than 14 course hours, or the equivalent, of acceptable graduate work in a cognate field (for example: Philosophy, History, Anthropology and Sociology, Psychology, Systems Analysis).

Four departments require an intermediate-level course in literature for the foreign language requirement:

Brown--1 by ETS (or other exam) and 2 one-semester advanced foreign language courses.
Pennsylvania--Continued work in French, German, Greek, Italian, Latin, or Spanish; must take a graduate-level course
Rice--Two semester junior or senior courses
Southern California--Grade of B or above in a 400 level (senior-graduate level) or above course in German, Latin or French (another language if relevant).

Thirty-two departments are contemplating revision of the foreign language requirement. Nine state that they expect to adopt the requirement of one foreign language well learned.[11] SUNY at Binghampton, which presently requires three languages, will soon "change in line with the Allen recommendation." Syracuse University, which has also moved to one language, notes:

> In all our changes and proposed changes of the graduate program at Syracuse, the Department of English has maintained its determination to strengthen the doctorate and at the same time eliminate waste motion and meaningless requirements from the doctoral program. After much discussion we discovered that we felt strongly about the language requirement but regarded the old requirement of two languages a pointless hurdle. Hence our present policy of requiring genuine proficiency in one language appropriate to the student's program of study.

VIII. Study of the English Language

Although the English language requirement for doctoral students varies widely,[12] the most "typical" requirement is still one course in Old English and/or one course in the history of the English language. Eight university departments currently require no language courses, but ten now require at least one course in modern descriptive linguistics and three others are considering such a requirement. Linguistics courses are available as an option in eight departments. At the same time that Vanderbilt and four other departments are considering requiring a course in the history of the language, Cincinnati and two others plan to make such a course optional. While three universities consider requiring a course in Old English, Chicago has dropped it as a requirement for all graduate students and Yale may soon drop Old English and philology as requirements.

Six universities have recently revised the language requirement; Rice and Tennessee have dropped all language requirements. Three departments have recently revised

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[11]Allen's statistics show that 58.8 percent of chairmen of doctoral departments favor one language learned well instead of the current two language requirement. 41.2 percent do not favor it (Allen, 180).

[12]In this context the study of the language means study of the nature of language, the history and structure of English, and the principles of rhetoric.

their English language requirements in the following ways:

Chicago requires two courses: The Structure of Modern English and the History of the English Language or a period course such as Old English, Middle English, or Early Modern English. Students in American literature may take the history of the American language. The prerequisite for the Structure of Modern English is the course, Theories of Grammar, an M.A. requirement. Students with a master's from another institution may be required to take the prerequisite course before taking the structure course.

Iowa requires one graduate course in linguistics (after a prerequisite basic course).

Pennsylvania State offers three options: (1) by demonstration of a competence in philology; (2) by a demonstrated command of the principal modes of linguistic analysis; (3) by the demonstration, to an expert in the language chosen, of a professional linguistic and literary competence in an acceptable foreign tongue. Either 1 or 2 may be satisfied by special examination or by successful completion of three courses selected with approval of the department.

IX. The Examination After the Dissertation

Fourteen departments do not require an examination after the dissertation.[13] Seventeen others indicate that they would eliminate the requirement if the graduate school did not require it:

> Present rules of graduate school...forbid abolition of defense of dissertation, but the Department of English has recommended the change (South Carolina).
>
> The English department has been trying to get this requirement waived for 15 years [It's a graduate school requirement] (University of Washington, Seattle).
>
> The Department is bound by Graduate School regulations in matters such as the post-dissertation examination. The usefulness of this particular examination is now under discussion by the Graduate School committee (Washington University).

Eight departments, however, disapprove of the recommendation that this examination be abolished.[14]

X. Supervised Teaching Experience

Don Allen's statistics indicate that fully one-third of all the graduate departments offering the Ph.D. had allowed students to earn the doctorate without having had teaching experience. This survey discovers that only ten departments had permitted students to graduate without teaching experience in 1967-1968. Of 77 departments

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[13]The following institutions do not require an examination after the dissertation: Bowling Green, Boston College, Harvard, Lehigh, New Mexico, Notre Dame, Pennsylvania, St. Louis, Southern California, Southern Mississippi, Stanford, Syracuse, Virginia and Yale.

[14]British Columbia, Catholic U of America, Indiana, Louisville, Princeton, U of the Pacific, Tulane, and Tennessee.

responding, 2 provide no teaching experience for their doctoral candidates, 40 provide supervised teaching only, 2 provide a course in pedagogical methods only, and 30 indicate that they require both supervised teaching experience and pedagogical methods. The University of Arizona, for example, requires all Ph.D. candidates to teach for at least one semester. At Washington University in St. Louis, teaching is regarded "as part of the student's education (to the extent of requiring teaching experience for all doctoral candidates)." The University of Southern Mississippi describes the course which all teaching fellows must take:

> All teaching fellows (even those with previous teaching experience) must take a seminar their first quarter on the instruction of freshman English. At that time most of them are teaching two of the three classes that they must teach as fellows. The course is taught by either the Chairman or the Director of Freshman English and deals with approaches to the material, administrative procedures, classroom problems, and theme correction (with a view to standardization).
> Under the supervision of the professor, this group also prepares the department mid-term test and final examination.

In three institutions candidates for the doctorate in English receive their teaching experience under the supervision of other departments. Twenty departments offering the M.A. allow such outside supervision, usually by members of the Department of Education.

XI. Graduate Class Size

Don Allen noted, "Perhaps the most wasteful aspect of the ordinary graduate courses is that they do not often allow the student to work independently and to show early evidence of his promise as a scholar or critic. Seminars do just this and departments would do well to stress them" (111). At Brigham Young, classes begin as lectures and end as seminars. At Connecticut College and Mills College graduate students are encouraged either to attend advanced undergraduate courses or to undertake individual study.

Average class size of graduate courses:

A. For the M.A.: Lecture: average 18 range 6-40
Seminar: average 10 range 4-15

B. For the Ph.D.: Lecture: average 23 range 3-62 median 20
Seminar: average 8 range 2-15

Five Ph.D. departments and four M.A. departments indicate that they have no lecture courses for graduate students.

XII. Post-Doctoral Study

Only four universities offer post-doctoral work (91 responses).[15] British Columbia

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[15]Allen's statistics show that 93.5 percent of college chairmen favor post-doctoral work for "the best young Ph.D.'s" (.6 percent might favor it). Among graduate professors, however, 34.2 percent favor post-doctoral work (8.2 might favor it) and 57.7 do not favor it (Allen, 221).

offers post-doctoral work but "not systematically," and at Pennsylvania the program is "tailored to the applicant." The Michigan department "offers facilities for research for persons who have received the doctorate." UCLA reports that "Clark Library offers a highly successful summer seminar led by a distinguished scholar" for six Ph.D.'s who have obtained the degree within five years.

Some reservations about post-doctoral study were reported:

> Concerning post-doctoral study, I believe (and here I speak not for my department but for myself) that there is far less need for post-doctoral study in English than in the sciences, and the search for ways of doing for this discipline something similar to what is done for Chemistry is probably mistaken. Indeed, the cost would not be justified. Far more valuable would be provision for support for a half year or year of leave from the new Ph.D.'s first job after the third, fourth, or fifth year of teaching following the Ph.D. (Moody Prior, Northwestern University).

XIII. Library Facilities

Don Allen recommended that a doctoral program not be launched unless the university library contained "a balanced collection of more than 500,000 titles" (107). Seventy of the 91 institutions offering the doctorate do, indeed, have collections in excess of 500,000 titles. Three of these departments indicate, however, that their collections are adequate for doctoral work only in certain areas. Seven of the fourteen departments with access to fewer than 500,000 titles consider their library resources adequate for the programs they have developed. Despite a wide range in size and quality, all but 7 of 118 departments offering only the M.A. consider their library collections adequate.

XIV. ADE Vacancy Lists

Of 205 respondents, 80 have not listed in the November, March, and May Vacancy Lists published by ADE and MLA. Ninety-five of the 125 who have listed indicate that they have received useful inquiries about positions.

XV. Conclusion

Almost every graduate department of English offering the Ph.D. and many of those offering only the M.A. are studying and revising their requirements for graduate degrees in English and American Literature. Even in departments which have rejected some of the recommendations which emerged from the Allen study, it seems clear that Allen's book and the recommendations to the profession have generated serious, fruitful discussion among graduate faculty members. Most departments offering the Ph.D. would gladly move to a degree which could be completed in four full-time years if they could find the financial resources to support their graduate students more fully. Departments are taking their responsibility to provide supervised teaching and discussion of the teaching of English ever more seriously. While trends in graduate education in English are difficult to identify, one can observe a widespread interest in streamlining the degree, in modifying the foreign language requirement, in broadening the English language requirement, in providing supervised teaching for all graduate students, and in modifying the requirements for the dissertation. The trend is to simplify requirements in such a way that full-time students can move through their graduate training in three or four years at most. But debate continues in many

APPENDIX I

Four-Year Ph.D. Programs

Following are brief summaries of three Ph.D. programs designed for four years of study:

New York University, Washington Square Campus

The "New Plan" is under close scrutiny by a faculty committee. The principal faculty objection to it is that the final oral examination, after approval of the dissertation by three readers, tends to be pro forma. The outstanding advantage of the New Plan is that it offers the possibility of completing all Ph.D. requirements within four years. For a full time student (and excluding summers) the following is a realistic program:

Year I: 24 points in course; one foreign language passed.
Year II: 24 points in couse; Preparation for Comprehensive Examination
Year III: 24 points in course; Comprehensive Examination passed: Second foreign language passed; thesis begun.
Year IV: Thesis and final oral examination completed.

There is considerable flexibility in the spacing of the above requirements. Students entering with control of two foreign languages could complete all requirements in three years, including summer study.

University of California at Los Angeles

The Ph.D. program in English at UCLA has 3 stages.

(1) M.A. stage (maximum 2 years) To prepare for general undergraduate teaching. 9 course minimum including Bibliography, Old English, and courses in 7 periods (either age courses or preseminars). First Qualifying Examination--four 3-hour written papers in four periods.
(2) Candidate stage (maximum 2 years) To prepare for special undergraduate study and research specialty. Additional work in Old English and Middle English; preseminars, seminars, and directed study. Student prepares, with advice of a century of specialty (e.g., 1660-1760; 1800-1900). Second Qualifying Examination--6-hour written, 2-hour oral.
(3) Thesis stage and Ph.D. Dissertation acceptable to 3 departmental and 2 non-departmental members. Oral defense of dissertation.

Rice University, Houston, Texas

The department has made some major revisions in its graduate program this year, mainly in order to simplify the requirements and adapt it to a four-year structure. The major revisions were (1) to change the minimum number of semester courses from 12 to 6; (2) to eliminate the Old English-History of the Language requirement but to add "The English Language" to the fields examined in the preliminary examinations; (3) to reduce the language requirement from two to one; the requirement was previously satisfied by the taking of exams administered by the language department; now the students must earn at least the grade of "C" in two junior or senior language courses, if possible in areas related to the student's field of specialization; (4) the oral part of the preliminary examination has been dropped.

APPENDIX II

Doctoral Examinations in English

University of Oregon, Eugene

The following tentative statement of the new English graduate examination structure may be substituted for "DEGREE REQUIREMENTS, C. Final Examination" in the current M. A. program pamphlet and "DEGREE REQUIREMENTS, F. Comprehensive Examination" in the current doctoral program pamphlet. Note, however, that this formulating of the new examination structure is tentative, not yet official, though the program has been approved by the department in principle: it is intended for your guidance in deciding whether to opt for the new program. The D. A. (non-thesis doctorate) aspect of the new program has yet to be passed on by various University and State bodies.

1. First two years of full-time enrollment: the graduate examinations.

Examinations will be offered mid-fall, first week of spring, and summer in the following fields, the students signing for the section(s) they wish to take at least one month before the examinations are to begin: 1) Old English literature (translation may be asked for); 2) Middle English literature (translation may be asked for); 3) Renaissance dramatic literature to 1660; 4) Renaissance non-dramatic literature to 1660; 5) English literature 1660-1780; 6) English literature 1780-1830; 7) English literature 1830-1914; 8) American literature to 1914; 9) Contemporary British and American literature; 10) Special Studies. Each examination will be graded Fail, Terminal M. A., Pass. Each section will last two hours and will be administered to master's and doctoral candidates without discrimination as to status of the candidate.

Field 10 shall consist of a non-period approach or field of investigation regularly considered in graduate courses by a member or members of the department (for example, linguistics, folklore, critical theory, editing, genre theory, comparative philology, descriptive bibliography, English education--examples intended to show possible range rather than to exclude other possibilities). Master's or doctoral candidates who elect Field 10 petition the Graduate Committee for recognition of the field; if the Graduate Committee grants the petition, the candidate shall write either a two-hour written exam or an essay on an assigned topic (written over two weeks), whichever seems more appropriate to the examiner. The grading procedure shall be the same as for the other nine fields.

The M. A. candidate will be awarded his degree upon satisfactory completion of other departmental requirements and of three sections of the graduate examinations. Credit for two of the three sections may be obtained by the completion of three graduate courses in each section (ordinarily at least one at the 500 level) with a GPA of 3.25 (i.e., at least one A and two B's). The courses, in conjunction with upper-division work, must represent a fair sampli of the range of the field and must be approved by the Graduate Committee.

The doctoral candidate must receive a grade of Pass on six sections of the graduate examinations. Credit for up to three of the six sections may be obtained by completion of three graduate courses in each section (at least one at the 500 level) with a GPA of 3.25. Sections earlier passed for the M. A. with grade of Pass will count toward the six. Any section of the graduate examinations may be retaken once without petition.

Transfers having graduate credit from another university may be given credit for up to three sections of the graduate examinations. Such credit wil be granted by the Graduate Committee, acting upon the recommendation of the Director of Graduate Studies, who shall base his recommendation on the student previous record.

2. Third year of full-time enrollment: the major field examination.

The doctoral examination, covering the candidate's major field, shall be individually designed by the candidate's doctoral committee--three examiners appointed by the Graduate Committee. The candidate shall submit a statement of the nature and scope of his major field to the Graduate Committee with, if he wishes, suggestions as to appropriate faculty to supervise his studies and examine him in that field. If the Graduate Committee recognizes the field, it will then appoint the candidate's doctoral committee. The doctoral candidate will then meet with his committee to explore his preparation in the field, to agree on further work needed, and to agree on the coverage of his major field examination. The examination may be a four-hour written exam, an equivalent oral exam, a two-week paper on an assigned subject, or a combination of these. The examiners shall grade the examination Fail, Pass, Distinction. The field of the doctoral examination must be of a reasonable scope and shall cover whatever the doctoral committee deems requisite to certify sophisticated professional competence in the special field. The doctoral committee may require courses in this or other departments deemed necessary for the candidate's major field. The examination shall ordinarily involve the primary literature of the field, the significant scholarship (including current developments), and a relevant supporting field. Candidates intending to write a Ph. D. thesis are strongly urged to prepare their prospectus in this third year. Upon satisfactory completion of other departmental requirements, of the six graduate examination fields, and of this doctoral examination, the candidate may receive the degree of Doctor of Arts in English. This degree may be terminal for those not wishing to write a doctoral thesis.

3. Fourth year of full-time enrollment: the thesis.

The Ph. D. shall be granted upon successful completion of the Doctor of Arts requirements, and of the thesis requirement as presently constituted, but eliminating the formal defense of thesis.

Stanford University, California

Subject: Department of English Oral Examination

The student has already passed, early in his graduate career, a Ph.D. qualifying examination covering both English and American literature from the earliest periods to the present. Since that time, he has read and taken courses in the literature of the period or field of his major interest. The University oral examination generally occurs during the student's third year, after he has chosen his dissertation topic but before he has written the dissertation.

This oral examination is designed to test the student's knowledge of his particular chronological period or of a particular genre or (in the case of English and Comparative Literature students) of a prescribed reading list. The student and his adviser have set the limits of this examination, and those limits are indicated on the examination schedule.

The second part of the examination, for which the student is not graded, consists of a discussion (or colloquium) between the student and the members of the oral examination committee during which the student describes and defends his dissertation topic, explains the methods of research he plans to use, and receives criticisms and suggestions from the committee members.

Ohio State University, Columbus

THE QUALIFYING EXAMINATIONS

I. In planning his Ph.D. program, the candidate should consider the following rules which apply to the qualifying examination.

1. The qualifying examination shall consist of three 6-hour days, with the provision that papers must be handed in by 5 p.m. each day. The candidate's major field must be declared, and one day of the examination must be devoted to that field.

2. The student may choose to be examined either in any four of the listed periods or in three periods and one of the listed special fields. Every student, before presenting himself for the qualifying examination, shall be required to pass with a minimum grade of B at least one course on the graduate level in each of the major periods in which he chooses not to be examined.

PERIOD

1. Old and Middle English Literature
2. English Renaissance Literature
3. Restoration and Eighteenth Century Literature
4. Romantic and Victorian Literature
5. American Literature through the Nineteenth Century
6. Twentieth Century American and British Literature

SPECIAL

7. Linguistics
8. Folklore
9. The History of Criticism or a Genre
10. Technical Bibliography and Textual Criticism
11. Another field to be designated by adviser, either within the department or without: such as another literature (may be limited by period, such as Old French, Spanish Golden Age, Nineteenth Century French, Classics, Medieval Latin), history (may be limited by period), philosophy, fine arts (including architecture) and the like.

University of Florida, Gainesville

Department of English May 1, 1968

PROCEDURES FOR FACULTY AND STUDENTS
CONCERNED WITH THE DOCTORAL QUALIFYING EXAMINATION

The Qualifying Examination consists of the following parts:

I. Departmental

A. Three Written Examinations

1. One-hour examination on linguistics, usually given in the morning.

2. Three-hour written examination on the afternoon of the same day. Essays discussing and evaluating fairly long spot passages which illustrate important movements and/or characteristics of authors, periods, or literary traditions.

3. Three-hour written examination on the afternoon of the following day. A list of literary movements, characteristics, and influences which are to be used as a subject for one long essay or as subjects for several short essays.

B. A two-hour or longer oral about one week later, scheduled at intervals of not less than two hours. The purpose of the oral is to give the candidate ample opportunity to demonstrate what he knows about linguistics and English and American literature.

II. Supervisory Committees

A. Three-hour written. (May be waived. See later section)

B. One to two-hour oral. (May be waived. See later section)

C. Filing of Admission to Candidacy form.

Note: Normally, a candidate will be permitted to take the Qualifying only twice. A candidate who has not passed in two attempts may petition to retake it but should have strong support from his Supervisory Committee and extenuating circumstances.

The Departmental Committee

Appointed by the head of the Department so that the major areas in English and American literature and linguistics are represented, usually five members with one of them appointed as chairman. This part of the Departmental Committee will function for two examination periods, usually in the first and third quarters of each year. Normally, the labor is less when two examinations are prepared and given

consecutively by the same persons than when a considerable interval elapses between the two examinations for which they are responsible.

The supervisors of the candidates are ex-officio members of the Departmental Committee for their candidates only. See Supervisors of Candidates for duties.

Chairman of the Departmental Committee

1. He will see that questions are prepared, assigning specific parts of the examination to members of the committee.
2. He will arrange a definite place and time for the examination, notifying the English office of these items, and either publicize these items for all candidates who may be concerned or ascertain that someone is publicizing them.
3. He will administer written parts of the examination or have someone administer them.
4. He will arrange for all members of the Departmental Committee to read and evaluate the written examinations.
5. He will arrange for an oral before the Departmental Committee or with the unaminous approval of the Departmental Committee which includes the candidate's supervisor, he will inform the candidate and the English office that the writtens do not justify the candidate's proceeding with other parts at this time.
6. At the time of the oral examination, he will determine the committee's judgment on the qualifications of the candidate to proceed in the doctoral program. At least four verdicts may be given on a majority vote of all members of the committee. First, the committee may pass the candidate and turn him over to the Supervisory Committee who will plan and direct the remainder of his program. Second, they may turn the candidate over the Supervisory Committee with a statement that the candidate has a weakness in one or more areas and that the Supervisory Committee should see that he overcomes this weakness. Third, the

candidate may be turned over to the Supervisory Committee with the condition that he take certain courses to repair specific weaknesses. Fourth, the candidate may be failed and be required to retake any or all parts of the departmental part of the qualifying examination when it is next given.

7. He should report to the English office the results of the Departmental Committee's evaluation of each candidate.
8. He should give one or more copies of the examination questions to the English office.

Members of the Departmental Committee

1. Should assist the chairman in preparing questions.
2. Should read and evaluate the written parts of the examination.
3. Should attend the oral and vote on the qualifications of each candidate to proceed further on the doctoral program at this time.

Supervisor of a Candidate

1. Should serve on the reading of the writtens and/or the oral when his candidate is being examined, and vote when his candidate is being evaluated.
2. When the candidate has been passed by the Departmental Committee, the supervisor should arrange for a written (usually three hours) and oral (usually one hour or more) examination on the candidate's specialization and minor or supporting field. With the approval of all members of the Supervisory Committee he may waive the written part of the Supervisory examination and also waive the oral part of the Supervisory examination if the Departmental Committee has given an oral. A Graduate School regulation states that the qualifying examination shall be both written and oral.
3. Should see that the representative of the minor and the third reader, if there is no minor, is consulted on giving or waiving an examination and is satisfied with the decision.
4. Should consult all members of the Supervisory Committee and arrange for them to come to the Departmental oral if he and they desire to use the Departmental oral as their participation in the qualifying. The Graduate School regulation

is that the Supervisory Committee must administer the qualifying or take part in it where departments administer the qualifying.

5. Should offer the other members of the Supervisory Committee an opportunity to read the written examinations given by the Departmental Committee.

6. Should: (1) have the English office prepare an Admission to Candidacy form, (2) have the members of the Supervisory Committee sign the form, and (3) have the form given to the English office.

<u>The Member of the Supervisory Committee Representing the Minor when applicable or the Third Member of the Supervisory Committee when minor has not been taken.</u>

1. He may accept the invitation of the supervisor to participate in the qualifying or he may waive this right. However, he must sign the Admission to Candidacy form.

2. If he accepts the invitation to participate and if he represents the minor, he may examine the candidate in any way he sees fit.

APPENDIX III

INSTITUTIONS OFFERING GRADUATE DEGREES IN ENGLISH

* - Institutions participating in this study

Adams State College, Alamosa, Colorado
*Adelphi University, Garden City, New York (MA)
*University of Akron, Ohio (MA)
*Alabama College, Montevallo (MAT)
*University of Alabama, University (MA, Ph.D)
*University of Alaska, College (MFA)
*Alfred University, New York (MA)
American University, Washington, D.C.
*Andrews University, Berrien Springs, Michigan (MA)
*Arizona State University, Tempe (MA, Ph.D)
*University of Arizona, Tuscon (MA, MA[Creative Writing, TESL])
Arkansas Polytechnic, Russelville, Arkansas
Arkansas State College, State University
*University of Arkansas, Fayetteville (MA, Ph.D)
Assumption College, Warcester, Massachusetts
Atlanta University, Georgia
*Auburn University, Alabama (MA, Ph.D)
*Ball State University, Muncie, Indiana (MA)
Barry College, Miami, Florida
Baylor University, Waco, Texas
Beloit College, Wisconsin
Bemidji State College, Minnesota
*Boston College, Chestnut Hill, Massachusetts (MA, Ph.D)
Boston University, Massachusetts
*Bowling Green State University, Ohio (MA, Ph.D)
*Bradley University, Peoria, Illinois (MA)
*Brandeis University, Waltham, Massachusetts (MA, Ph.D)
*University of Bridgeport, Connecticut (MA)
*Brigham Young University, Provo, Utah (MA)
*University of British Columbia, Vancouver, Canada (MA, Ph.D)
*Brooklyn College, New York (MA)
*Brown University, Providence, Rhode Island (MA, Ph.D)
*Bryn Mawr College, Pennsylvania (MA, Ph.D)
Bucknell University, Lewisburg, Pennsylvania
*Butler University, Indianapolis, Indiana (MA)
*California State College at Fullerton (MA)
California State College at Hayward
*Califronia State College at Long Beach (MA)
*California State College at Los Angeles (MA)
University of California, Berkely
*Univeristy of California, Davis (MA, Ph.D)
*University of San Diego, California (C. Phil, Ph.D)
*University of California, Los Angeles (MA, Ph.D)
*University of California, Riverside (MA, Ph.D)
University of California, Santa Barbara
Case Institute of Technology
*Catholic Univeristy, Washington, D.C. (MA, Ph.D)
Central Connecticut State College, New Britain
*Central Mishigan University, Mount Pleasant (MA)
*Central State College, Edmond, Oklahama (MA)
Central State University, Wilberforce, Ohio
Central Washington State College, Ellensburg
Chicago State College, Illinois
*University of Chicago, Illinois (MA, Ph.D)
Chico State College, California
*University of Cincinnatti, Ohio (MA, Ph.D)
*The City University of New York, Graduate Division, New York (MA, Ph.D)

*Claremont Graduate School, California (MA, Ph.D)
*Clark University, Worcester, Massachusetts (MA)
Clemson University, South Carolina
*Colgate University, Hamilton, New York (MA)
Colorado College, Colorado Springs
Colorado State College, Greeley
*Colorado State University, Fort Collins (MA)
University of Colorado, Boulder
Columbia College, South Carolina
Columbia University, New York, New York
*Columbia University, Teachers College, New York, New York (MA, Ph.D)
*Connecticut College, New London (MA, MAT, Ph.D)
*University of Connecticut, Storrs (MA, Ph.D)
*Converse College, Spartanburg, South Carolina (MAT)
Cornell University, Ithaca, New York
Corning Graduate Center, New York
Creighton University, Omaha, Nebraska
University of Dallas, Dallas Station, Texas
*University of Dallas, Irving, Texas (MA)
University of Dayton, Ohio
*University of Delaware, Newark (MA, Ph.D)
*University of Denver, Colorado (MA,Ph.D)
*DePaul University, Chicago, Illinois (MA, MAT)
*DePauw University, Greencastle, Indiana (MA)
University of Detroit, Michigan
*Dominican College of San Rafael, California (MA)
*Drake University, Des Moines, Iowa (MA)
*Drew University, Madison, New Jersey (MA, Ph.D)
*Duke University, Durham, North Carolina (MA, MAT, Ph.D)
Duquesne University, Pittsburgh, Pennsylvania
East Carolina College, Greenville, North Carolina
East Tennessee State University, Johnson City
*East Texas State University, Commerce (MA, Ph.D)
*Eastern Illinois University, Charleston(MA)
*Eastern Kentucky University, Richmond (MA)
Eastern Michigan University, Ypsilanti
*Eastern Washington State College, Cheney (MA)
Emory University, Atlanta, Georgia
Fairfield University, Connecticut
Fairleigh Dickinson University, Rutherford, New Jersey
Finsh College, New York, New York
*Florida State University, Tallahassee(MA, Ph.D)
*University of Florida, Gainesville (MA, Ph.D)
Fordham University, Bronx, New York
*Fort Hays Kansas State College, Hays (MA, MS)
Fresno State College, California
*Gallaudet College, Washington, D.C.(MAT)
*George Peabody College For Teachers Nashville, Tennessee (MA, Ph.D)
*Georgetown University, Washington, D.C. (MA)
George Washington University, Washington, D.C.
Georgia College at Milledgeville
Georgia Southern College, Statesboro
*Georgia State College, Atlanta (MA, MAT, Ph.D)
*University of Georgia, Athens (MA, Ph.D)
*Gonzaga University, Spokane, Washington (MA, Ph.D)
Hampton Institute, Virginia
Hardin Simmons University, Abilene, Texas
*University of Hartford, West Hartford, Connecticut (MA)
*Harvard University, Cambridge, Massachusetts (MA, Ph.D)

University of Hawaii, Honolulu
Henderson State College, Arkadelphia, Arkansas
Hofstra University, Hempstead, New York
Hollins College, Virginia
College of Holy Names, Oakland, California
University of Houston, Texas
Howard University, Washington, D.C.
Humbolt State College, Arcata, California
Hunter College, New York, New York
*Idaho State University, Pocatello (MA, Ph.D)
*University of Idaho, Moscow(MA, Ph. D)
*Illinois Institute of Technology, Chicago (MS)
*Illinois State University, Normal (MA)
University of Illinois at Chicago Circle, Circle
*University of Chicago, Urbana (MA, Ph.D)
Immaculate Heart College, Los Angeles, California
Incarnate Word College, San Antonio, Texas
*Indiana State University, Terre Haute (MA)
*Indiana University, Bloomington (MA, Ph.D)
*Indiana University of Pennsylvania, Indiana, Pennsylvania (MA, Ph.D)
Iowa State University, Ames
*University of Iowa, Iowa City (MA, MFA, Ph.D)
Ithaca College, New York
*Jacksonville State University, Alabama (MA)
*John Carroll University, Cleveland, Ohio (MA, MAT, MS)
Johns Hopkins University, Baltimore, Maryland
*Kansas State College of Pittsburgh (MA)
*Kansas State Teachers College, Emporia (MA)
*Kansas State University, Manhattan (MA, Ph.D)
*University of Kansas, Lawrence (MA, M. Phil. MAT, Ph.D)
Keene State College, New Hampshire
*Kent State University, Ohio (MA, Ph.D, MAT)
*University of Kengucky, Lexington (MA, Ph.D)
*Lamar State College of Technology, Beaumont, Texas (MA)
Laverne College, California
*Lehigh University, Bethlehem, Pennsylvania (MA, Ph.D)
Loma Linda University, La Sierra, Califorina
Long Beach State College, California
*Long Island Univeristy, Brooklyn, New York (MA)
Los Angeles State College of Applied arts and Sciences, California
Louisiana Polytechnic Institute, Ruston
Louisiana State University, Baton Rouge
*Louisiana State University in New Orleans (MA)
*University of Louisville, Kentucky (MA, Ph.D)
*Loyola University, Chicago, Illinois (MA, Ph.D)
*Loyola University, Los Angeles, California (MA,MAT)
*University of Maine, Orona (MA)
*Manhattan College, Bronx, New York (MA)
Manhattanville College, Purchase, New York
*Marquette University, Milwaukee, Wisconsin (MA, Ph.D)
*Marshal University, Huntington, West Virginia (MA)
Marygrove College, Detroit, Michigan
*University of Maryland, College Park (MA, Ph.D)
University of Massachusetts, Boston
McGill University, Montreal, Canada
*Memphis State University, Tennessee (MA)

Meredith College, Raleigh, North Carolina
*Miami University, Oxford, Ohio (MA, MAT, Ph.D)
*University of Miami, Coral Gables, Florida (MA, MAJCT, Ph.D)
*Michigan State University, East Lansing (MA, Ph.D)
*University of Michigan, Ann Arbor (MA, C. Phil, Ph.D)
*Middlebury College, Vermont (MA)
*Midwestern University, Wichita Falls, Texas (MA)
Millersville State College, Pennsylvania
*Mills College, Oakland, California (MA)
*University of Minnesota, Duluth (MA)
*University of Minnesota, Minneapolis (MA, C.Phil, Ph.D)
Mississipps College, Clinton
*Mississippi State University, State College (MA)
University of Mississippi, University
*University of Missouri at Kansas City (MA)
University of Missouri, Columbia
Montana State College, Butte
*Montana State University, Bozeman (MS)
University of Montana, Missoula
Montclair State College, Upper Montclair, New Jersey
*Moorhead State University, Minnesota (MA)
*Morehead State College, Kentucky (MA)
*Mount Holyoke College, South Hadley, Massachusetts (MA)
*Mount Saint Mary's College, Los Angeles, California (MAT)
*Murray State University, Kentucky (MA)
Muskingum College, New Concordia, Ohio
Nazareth College, Rochester, New York
*University of Nebraska, Lincoln (MA)
University of Nevada, Reno
*University of New Hampshire, Durham (MA,MS)
New Mexico Highlands University, Las Vegas
*New Mexico State University, University Park (MA)
*University of New Mexico, Albuquerque (MA, Ph.D)
State University of New York, Albany
*State University of New York, Buffalo (MA, Ph.D)
*State University of New York, Binghamton (MA, MS, MAT, Ph.D)
State University of New York, Stony Brook
New York State University College, Buffalo
*New York State University College, Cortland
*New York State University College, Fredonia (MA)
New York State University College, Geneseo
*New York State University College, New Paltz (MA)
*New York State University College, Oneonta (MA)
New York State University College, Plattsburgh
*New York University (MA, Ph.D)
*Niagra University, Niagra Falls, New York (MA)
North Carolina College, Durham
*University of North Carolina, Chapel Hill (MS, Ph.D)
*Univeristy of North Carolina, Greensboro (MA, MFA, MAT, Ph.D)
*North Dakota State University, Fargo (MA, MS)
University of North Dakota, Grand Forks
North Texas State University, Denton
Northeast Louisiana State College, Monroe
*Northeastern University, Boston, Massachusetts(MA)
Northeastern Illinois State College, Chicago
Northern Arizona University, Flagstaff
Northern Illinois University, DeKalb
University of Northern Iowa, Cedar Falls
Northern Michigan University, Marquette

*Northwest Missouri State College, Maryville, (MA)
Northwestern State College of Louisisna, Natchitoches
*Northwestern University, Chicago, Illinois (MA, Ph.D)
*Notre Dame University, Indiana (MA, Ph.D)
Oakland University, Rochester, Michigan
*Occidental College, Los Angeles, California (MA, Ph.D)
*Ohio State University, Columbus (MA, Ph.D)
Ohio University, Athens
*Oklahoma State University, Stillwater (MA, Ph.D)
University of Oklahoma, Norman
*Old Dominion College, Norfolk, Virginia (MA)
Omaha Municipal Univeristy, Nebraska
*University of Oregon, Eugene (MA, Ph.D)
*Our Lady of the Lake College, San Antonio, Texas (MA)
*University of the Pacific, Stockton, California (MA, Ph.D)
Pacific Lutheran University, Tacoma, Washington
Pacific Unoin College, Angwin, California
*Pennsylvania State College, Edinboro (MA)
*Pennsylvania State College, Mansfield (MA)
*Pannsylvania State University, University Park(MA, Ph.D)
*University of Pennsylvania, Philadelphia (MA, Ph.D)
Pepperdine College, Los Angeles, California
University of Pittsburgh, Pennsylvania
*Portland State College, Oregon (MA, MST, MAT)
University of Portland, Oregon
Prairie View A & M College, Texas
*Princeton University, New Jersey (Ph.D)
*Providence College, Rhode Island (MA)
University of Puerto Rico, Rio Piedras
*Purdue Univeristy, Lafayette, Indiana (MA, Ph.D)
Queens College, Flushing, New York
University of Redlands, California
Reed College, Portland, Oregon
Rhode Island College, Providence
University of Rhode Island, Kingston
*Rice University, Houston, Texas (MA, Ph.D)
Richmond College (Women), Virginia
*University of Richmond, Virginia (MA)
Rider College, Trenton, New Jersey
*Rivier College, Nashua, New Hampshire (MA)
*University of Rochester, New York (MA, Ph.D)
Rockford College, Illinois
*Rollins College, Winter Park, Florida (MAT)
*Roosevelt University, Chicago, Illinois (MA)
Rutgers University, Newark, New Jersey
Rutgers University, New Brunswick, New Jersey
*Sacramento State College, California (MA)
Saint Bernardine of Siona College, Loudonville, New York
Saint Bonaventure University, New York
*Saint Cloud State College, Minnesota (MA, MS)
Saint Johns College, Winnipeg, Manitoba, Canada
*Saint Johns University, Jamaica, New York (MA, Ph.D)
Saint Joseph College, West Hartford, Connecticut
*Saint Louis University, Missouri (MA, Ph.D)
Saint Mary's University, San Antonio, Texas
*Saint Michael's College, Winooski, Vermont (MA, MAT, MATESL)
*College of Saint Rose, Albany, New York (MA)
State College at Salem, Massachusetts
*Samford University, Brimingham, Alabama

Sam Houston State Teachers College, Huntsville, Texas
*San Diego College for Women, California (MA)
*San Diego State College, California
*San Fernando Valley State College, Northridge, California (MA)
San Francisco College for Women, California
San Francisco State College, California
*University of San Francisco, California (MA)
San Jose State College, California
University of Santa Clara, California
Sarah Lawrence College, Bronxville,New York
University of Scranton, Pennsylvania
*Seattle University, Washington (MA, MAT)
Seton Hall University, South Orange, New Jersey
*Simmons College, Boston, Massachusetts
Smith College, Northhampton, Massachusetts
*Sonoma State College, Rohnert Park, California (MA)
*University of South Carolina, Columbia (MA, Ph.D)
South Dakota State College, Springfield
*Southe Dakota State University, Brookings (MA)
*University of South Dakota, Vermillion (MA)
*University of South Florida, Tampa (MA)
*University of Southern California, Los Angeles, (MA, Ph.D)
*Southern Illinois University, Carbondale (MA, MA[English as a Foreign Lang.], Ph.D)
*University of Southern Mississippi, Hattiesburg (MA, Ph.D)
*Southern Methodist University, Dallas, Texas (MA)
*Southwest Texas State College, San Marcos (MA)
Univetsity of Southwestern Louisiana, Lafayette
*Stanford University, California (MA, Ph.D)
*Stephen F. Austin State College, Nacogdoches, Texas (MA)
*Stetson University, De Land, Florida (MA)
*Sul Ross State College, Alpine, Texas (MA)
Swarthmore College, Pennsylvania
*Syracuse University, New York (MA, M. Phil, Ph.D)
*Temple University, Philadelphia, Pennsylvania (MA, Ph.D)
Tennessee A & I State Univeristy
Tennessee Technical University, Cookeville
*University of Tennessee, Knoxville (MA, MACT Ph.D)
Texas College of A & I, Kingsville
Texas A & M University, College Station
*Texas Christian University, Fort Worth (MA, MAT, Ph.D)
Texas Southern University, Houston
*Texas Technological College, Lubbock (MA, Ph.D)
*Texas Woman's University, Denton (MA)
*University of Texas, Arlington (MA)
*University of Texas, El Paso (MA)
Texas Western College, El Paso
University of Toledo, Ohio
Trinity College, Hartford, Connecticut
*Trinity University,Texas (MA)
Tufts University, Medford, Massachusetts
*Tulane University, New Orleans, Louisiana. (MA, Ph.D)
University of Tulsa, Oklahoma
*Utah State University, Logan (MA)
*University of Utah, Salt Lake City (MA, Ph.D)
*Vanderbilt University, Nashville, Tennessee (MA, MAT, Ph.D)
*University of Vermont, Burlington (MA)
*Villanova University, Pennsylvania (MA)
*Virginia Polytechnic Institute, Blacksburg (MA)
Virginia State College, Petersburg
*University of Virginia, Charlottesville

*Wagner College, Staten Island, New York (MA)
*Wake Forest University, Winston-Salem, North Carolina (MA)
*Washington State University, Pullman, (MA, MAT, Ph.D, Ph.D[American Studies, Literary Studies]
*Washington University, Saint Louis, Missouri (MA, Ph.D)
*University of Washington, Seattle (MA, Ph.D)
*Wayne State College, Nebraska
Wayne State University, Detroit, Mishigan (MA, Ph.D)
Wellesley College, Massachussets
*Western Illinois University, Macomb (MA)
*Western Kentucky University, Bowling Green (MA)
*Western Michigan University, Kalamazoo (MA, Specialist in English)
*Western Reserve University, Cleveland, Ohio (MA, Ph.D)
*Western State College, Gunnison, Colorado (MA)
Western University of California , San Diego
Western Washington State College, Bellingham
West Chester State College, Pennsylvania
West Texas State University, Canyon
*West Virginia University, Morgantown (MA)
Whittier College, California
*Wichita State University, Kansas (MA)
Winthrop College, Rock Hill, South Carolina
*Wisconsin State University, La Cross (MS)
Wisconsin State University, Superior
*Wisconsin State University, Whitewater (MST, MAT)
*University of Wisconsin, Madison(MA, Ph.D)
*University of Wisconsin, Milwaukee (MA, MS, Ph.D)
*University of Laramie, Wyoming (MA)
*Xavier University, Cincinnatti, Ohio (MA)
Xavier Univeristy of Louisian, New Orleans
*Yale University, New Haven, Connecticut (M.Phil., Ph.D)